DOCUMENT RESUME

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TITLE	Guide for Trainers of DARCEE Teachers (Preschool Series). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	*DARCEE Program

ABSTRACT

The described learning module is for the use of instructors who will train teachers in the DARCEE approach to teaching of preschool children. An outline of the scope and sequencing of topics is provided as well as the activities and resources involved in the use of the module. A critique of the module and ordering information are also included. (JD)

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ED169006

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: GUIDE FOR TRAINERS OF DARCEE TEACHERS (Preschool Series)

Publication Date(s): 1973; September 1975

Intended Users: Anyone working toward the preparation of effective DARCEE (Demonstration and Resource Center for Early Education) Teachers

Grade Level(s): Preschool

Number: Individual or group

Primary Focus: The intent of the product is to provide a definite set of procedures and objectives which will enable the effective training of DARCEE teachers.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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School subject(s) and/or inservice topic(s) covered:

The program presents the basic characteristics of the DARCEE approach and provides for thorough orientation to the technique through demonstration exercises. The topics covered include: preservice training, observation feedback, visits and inservice training for DARCEE teacher trainer.

What participant does in using the materials: Activities consist of reading through the introduction, then setting up 12 separate lessons for a group of prospective DARCEE teachers. Each lesson requires the trainer to examine an overview, read the specific objectives and initiate a series of "strategies" with the group. When the strategies have been carried out, evaluation is implemented. Ideally, the program will cover ten days preceding the school term. The manual also includes a form to be used for the observation-feedback report, which is done by the training after completion of the program.

Resources: The main resource here is The Guide for Trainers of DARCEE TEACHERS. The twelve lessons require any number of easily accessible resources, but in general, a classroom with chalkboards, bulletin boards and desks are the basic necessities. In general, the teacher guide will probably need to plan several days in advance to have such materials as "financial figures" and "kangaroo cards" on hand.

Describer critique:

The Guide for Trainers of DARCEE TEACHERS for the DARCEE Program is well-designed, thoroughly presented and geared to a flexible situation. Preschool teachers will recognize the benefits of some well-founded principles built into the development of this program.

SP014 000

1.0 PURPOSES:

Rationale

The developer stresses the belief that DARCEE teacher trainers must be fully familiar with the DARCEE program in order to communicate its features to people with varying degrees of professional training. The manual is designed to prepare a flexible teacher trainer, well versed in the DARCEE method.

Goals

The intent of the product is to educate teachers in the effective use of the DARCEE method.

Objectives

The objective of this product is to train competent DARCEE teachers, that is, teachers who have gained the ability to help preschool children feel pride in what they can do, enjoy school-like activities, and become better able to understand and respond to information from their environment.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Table of Contents for A GUIDE FOR TRAINERS OF DARCEE TEACHERS

1. Introduction (What is DARCEE?/Now, What About the DARCEE Program?/ The DARCEE Trainer/The DARCEE Training Program) 16 pp.

2. The Preservice Training Program (Setting the Stage for an Effective Preservice Session/ A Schedule for the Preservice Training) 8 pp.

3. Observation Feedback Visits 6 pp.

4. Inservice Training 6 pp.

5. Some Closing Remarks 4 pp.

Appendix

A. Lessons for Preservice Training

Lesson 1 Introduction - Orientation 13 pp.
Lesson 2 Grouping, Organization, and Use of Time, Physical Setting 8 pp.
Lesson 3 The Role of the Teacher 4 pp.
Lesson 4 Teacher Preparation 4 pp.
Lesson 5 Positive Reinforcement 4 pp.
Lesson 6 Skill Development 4 pp.
Lesson 7 Materials Use and Selection 4 pp.
Lesson 8 Attitude Development 4 pp.
Lesson 9 Unit Approach 4 pp.
Lesson 10A Observation and Participation in a DARCEE Classroom 6 pp.
Lesson 10B Materials Development 4 pp.
Lesson 11 Parent Involvement 4 pp.
Lesson 12 Long-Range Planning 4 pp.

B. Special Materials Needed for Preservice Training 72 pp.

C. Observation-Feedback Report 8 pp.

Sequencing

The prerequisite for this product is a sound understanding of the DARCEE method. Sequencing as presented is necessary for successful completion of the program.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

After reading through the Introduction, the DARCEE teacher trainer is given a summary of the preservice training, the observation-feedback phase and the inservice training.

The bulk of the manual is devoted to the lessons for preservice training. They are essentially composed of an overview, a list of objectives, and a series of strategies, usually closely linked up activities with the Guide for Trainers of DARCEE TEACHERS. A list of materials for each lesson is found after the strategies, and finally an evaluation page (blank) is provided in the summary.

3.2 Help given in use of product:

The Guide for Trainers of DARCEE Teachers includes all instructions. There are also 11 Resource Unit Guides and a Teacher's Manual (not included in this description) for the DARCEE Program which can be secured from CEMREL (See 5.3). These two materials are described in the Project literature under the code listing ECE 7.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is an evaluation page following each Preservice Training Lesson. There are many inherent measurement tools included, since the role of this manual is to train teachers. The trainer is provided with "Observation Forms," "Daily Lesson Plans", which do in fact measure the comprehension of the DARCEE material by what they require.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Ideally training will span ten full days. Observation feedback visits will be scheduled sometime during the second or third week of operation and about once every two weeks thereafter until the classroom seems to be operating smoothly. There should be one to three inservice days every 8 - 10 weeks when DARCEE teachers meet with the trainer for a review of progress.

Space requirements are a classroom with chalkboards, bulletin boards and desks. Each of the twelve training lessons will require some resource materials which the trainer will need to locate and prepare in advance. These materials are listed after the "strategies" section in each lesson.

5.2 Distributor name/address:

The CEMREL Institute
3120 - 59th Street
St. Louis, MO. 63139

314 - 781-2900

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
A GUIDE FOR TRAINERS OF DARCEE TEACHERS	$5.00	—	Individual	Yes

NOTE:

The DARCEE TEACHER'S GUIDE is $4.00. The DARCEE RESOURCE UNIT MANUALS (11 total) are $1.75 each. The total for the TEACHER'S GUIDE AND MANUALS is $26.25.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The Guide for Trainers of DARCEE Teachers was written by Sue Claxton, Dane Manis, Carolyn Marsh, Margaret O'Connor, Warren Solomon, and Julia Stinson.

6.2 How developed and when:

The DARCEE preschool program is the direct result of research conducted by Dr. Susan Gray and Dr. Rupert Klaus at the Demonstration and Research Center for Early Education (DARCEE)located on the campus of George Peabody College. This Research, known as the Early Training Project, was an attempt to prevent the progressive educational retardation which is often said to characterize "disadvantaged" children. In summary, DARCEE is a basic education approach to early childhood education which stresses careful sequencing of activities for the development of attitudes and skills. The Demonstration and Research Center for Early Education has operated several classrooms at various times since 1966 in an effort to develop, research, and evaluate and refine the program.

6.3 Evidence of effectiveness with users:

The Guide for Trainers was field-tested on inservice teachers. Data about the results can be found in the NIE CATALOGUE OF EDUCATIONAL PRODUCTS.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

One of the program's strongest points is its emphasis on flexibility. A teacher trainer is given a structure but regularly reminded to adapt according to the teacher's need. This is a facet of preschool education which is also essential, and the DARCEE training manual has carried over its ideas for teaching children to training adults.

This is primarily a preschool tool (for children up to 6 years); although its objectives are admirable, and hopefully applicable to all levels of education, the program is specifically geared to preschool.

This is a straightforward, no frills product. It consists of spiral bound typewritten pages, with very simple diagrams, graphs and forms inserted where appropriate.

Content accuracy/social fairness/community acceptance issues:

There is no problem with factual information; matters seem appropriately placed and very well sequenced, emphasizing a gradual involvement and control on the part of the teacher from lesson to lesson. No ethnic or sex bias is evident; the content does not appear controversial in the least.

Overall summary/comment:

The Guide for Trainers of DARCEE Teachers is well designed, thoroughly presented and geared ideally to a flexible situation. It assumes a teacher's need for some basic structures for beginning this sort of program, which do not bind and limit in the long run. A teacher who wishes to employ this method will need a strong commitment to the DARCEE philosophy and willingness to learn some well-founded techniques.

KD - 9/77